

KINARD ELEMENTARY

201 Pressly Street
Clover, South Carolina 29710

GRADES PK-4 Elementary School

ENROLLMENT 358 Students

PRINCIPAL Cathy P. McCarter 803-222-3071

SUPERINTENDENT Bill R. Jenkins 803-222-7191

BOARD CHAIR Frank C. Falls 803-222-9710

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	51	39	0	0

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

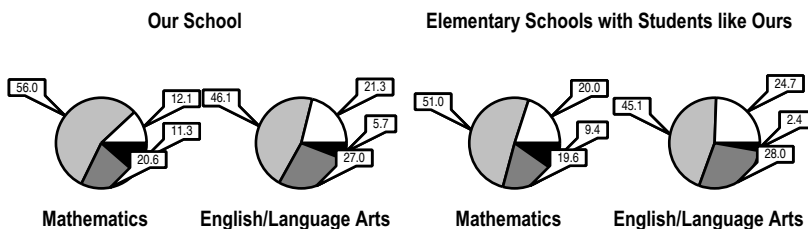
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Below Average	N/A
2003	Good	Good	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	32	71	78
Percent satisfied with learning environment	90.0%	91.0%	96.1%
Percent satisfied with social and physical environment	93.8%	87.0%	80.8%
Percent satisfied with home-school relations	72.4%	88.6%	89.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	159	100.0	21.3	46.1	27.0	5.7	32.6	17.6
Gender								
Male	99	100.0	26.1	40.9	28.4	4.5	33.0	17.6
Female	60	100.0	13.2	54.7	24.5	7.5	32.1	17.6
Racial/Ethnic Group								
White	105	100.0	12.1	41.8	38.5	7.7	46.2	17.6
African-American	48	100.0	40.0	57.8	N/A	2.2	2.2	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	134	100.0	14.9	48.8	29.8	6.6	36.4	17.6
Disabled	25	100.0	60.0	30.0	10.0	N/A	10.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	159	100.0	21.3	46.1	27.0	5.7	32.6	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	158	100.0	20.1	46.8	27.3	5.8	33.1	17.6
Socio-Economic Status								
Subsidized meals	97	100.0	27.1	52.9	17.6	2.4	20.0	17.6
Full-pay meals	62	100.0	12.5	35.7	41.1	10.7	51.8	17.6

Mathematics								
All students	159	100.0	12.1	56.0	20.6	11.3	31.9	15.5
Gender								
Male	99	100.0	15.9	46.6	25.0	12.5	37.5	15.5
Female	60	100.0	5.7	71.7	13.2	9.4	22.6	15.5
Racial/Ethnic Group								
White	105	100.0	7.7	51.6	24.2	16.5	40.7	15.5
African-American	48	100.0	20.0	64.4	15.6	N/A	15.6	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	134	100.0	5.8	60.3	22.3	11.6	33.9	15.5
Disabled	25	100.0	50.0	30.0	10.0	10.0	20.0	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	159	100.0	12.1	56.0	20.6	11.3	31.9	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	158	100.0	11.5	56.1	20.9	11.5	32.4	15.5
Socio-Economic Status								
Subsidized meals	97	100.0	14.1	63.5	14.1	8.2	22.4	15.5
Full-pay meals	62	100.0	8.9	44.6	30.4	16.1	46.4	15.5

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	74	N/A	24.7	43.8	27.4	4.1	31.5
	Grade 4	70	N/A	17.6	58.8	20.6	2.9	23.5
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	74	100.0	17.5	39.7	36.5	6.3	42.9
	Grade 4	85	100.0	24.4	51.3	19.2	5.1	24.4
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	74	N/A	25.7	45.9	18.9	9.5	28.4
	Grade 4	70	N/A	13.2	32.4	27.9	26.5	54.4
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	74	100.0	14.3	65.1	15.9	4.8	20.6
	Grade 4	85	100.0	10.3	48.7	24.4	16.7	41.0
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 358)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.3%	Down from 2.4%	2.6%	2.4%
Attendance rate	96.2%	Down from 96.5%	95.8%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	6.2%	Down from 8.9%	13.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	6.8%	Up from 4.4%	8.4%	8.0%
Older than usual for grade	1.1%	Up from 0.9%	1.0%	1.1%
Suspended or expelled	0.0%	Down from 0.3%	0.0%	0.0%

Teachers (n= 32)				
Teachers with advanced degrees	53.1%	Up from 50.0%	45.8%	50.0%
Continuing contract teachers	96.9%	Up from 88.2%	87.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	87.9%	Up from 86.0%	87.4%	86.2%
Teacher attendance rate	95.2%	Down from 96.7%	95.2%	95.3%
Average teacher salary	\$44,253	Up 1.4%	\$39,484	\$39,909
Prof. development days/teacher	7.7 days	Down from 10.2 days	11.4 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio	16.8 to 1	Down from 17.1 to 1	18.8 to 1	18.9 to 1
Prime instructional time	91.2%	Down from 93.1%	89.5%	89.7%
Dollars spent per pupil*	\$7,712	Down 1.9%	\$5,668	\$5,892
Percent spent on teacher salaries*	71.5%	Up from 67.3%	66.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.7%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Located in the heart of our town, Kinard Elementary School serves approximately 430 students. With the addition of a Head Start Center, Kinard serves students from three-year-old pre-kindergarten through fourth grade. Kinard Elementary School is proud to provide an emphasis on academic excellence in all areas of the curriculum. A school-wide emphasis has been placed on English/language arts through continued implementation of a Balanced Literacy Program. Reading Recovery and Early Literacy Groups provide additional literacy instruction. The Accelerated Reader program is utilized as a means to encourage reading beyond the classroom. Innovative instructional approaches are provided through continued implementation of the Everyday Mathematics program and the Full Option Science System. A school-wide Character Education Program has been implemented. Through this program, students are able to learn the importance of developing good character and afforded the opportunity to be recognized for their efforts.

We, at Kinard, believe that our children can achieve and should be challenged and encouraged to do so. Because of this belief, the teachers and the administration have participated in continuous in-house staff development throughout the year to strengthen instruction and to study current practices. In addition, six members of our staff have completed a three-year commitment to the South Carolina Reading Initiative. A majority of the teachers have obtained or are working on advanced degrees and three teachers have obtained national board certification.

Opportunities to experience success beyond the classroom are also available at Kinard through an art club, a juggling club, a chess club, and chorus. A morning television program is fully produced and operated by students. Special student incentives and recognition are offered through the Principal's Society, the Honor Roll, and the UFO (Unselfishly For Others) recognition. Students participate in a variety of service-learning projects including Pennies for Patients, Jump Rope for Heart, St. Jude's Math-a-thon, holiday food drives, and recycling.

Parents are encouraged to take an active part in their child's education through visits with teachers, participation in classroom activities, and frequent visits to the school. A Five Star Parent Recognition Program is used to recognize parents for their participation. A dedicated PTO and School Improvement Council continue to provide leadership and vision in our school's quest for excellence.

During the 2003-2004 school year, we will continue to seek ways to meet the needs of our students in our quest to provide a quality education for all.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.